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ABSTRACT

The Native Hawaiian Project at Leeward Community College (LCC) in Pearl City, Hawaii, was developed to increase the retention and academic success of native Hawaiian students at the college. The project was initiated in summer 1988 with the establishment of the Native Hawaiian Recruitment and Retention Task force to examine campus services and practices that influence student retention. In fall of 1988, planning meetings were held for the development of a special student tracking system. In addition, a survey was distributed during the advising/registration period to identify native Hawaiian students who self-identified as another ethnicity. Information was then sent to all native Hawaiian students informing them about LCC services, financial aid and Learning Resource Center workshops, and providing them with study skills materials. Other activities of the project included a staff development workshop to increase faculty sensitivity to native Hawaiians, special workshops on Hawaiian culture, formation of a Hawaiian Club to promote Hawaiian culture, and a summer Bridge Program for recent high school graduates. Beginning in summer 1989, courses in self-development and career exploration were established, and in fall 1989, a minority counselor was hired specifically for the project. In August 1990, a two-hour orientation session was held for Hawaiian students entitled "Introduction to College Seminar," and in spring 1991, the Native Hawaiian Student Success Conference was held. A large part of this report consists on graphs, pie charts, and data tables on LCC student characteristics for fall 1991; on the Native Hawaiian Project; and on native Hawaiian student enrollment at LCC for 1987-1991 and at all community colleges in the University of Hawai'i system for 1988-1991. (PAA)

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Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference

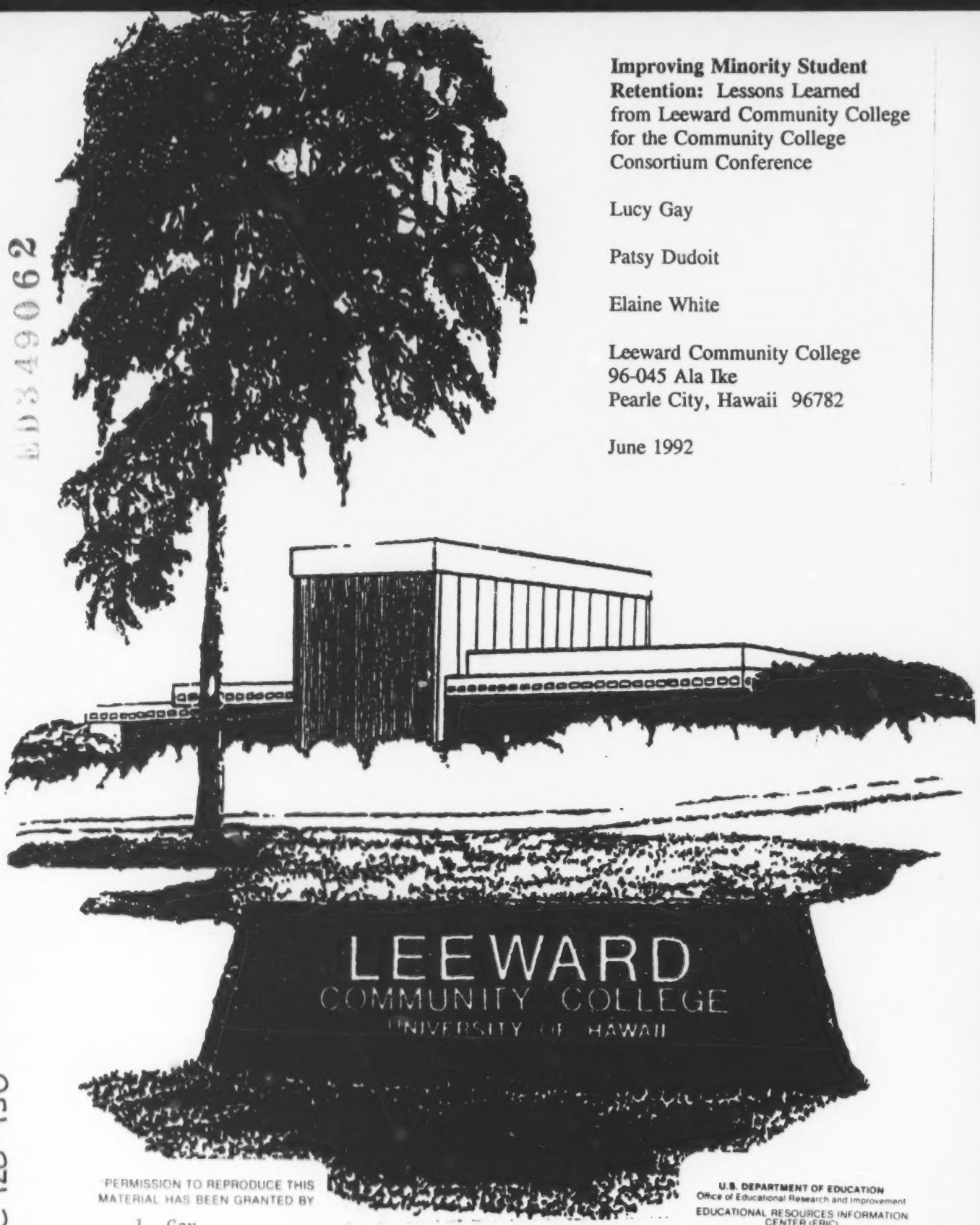
Lucy Gay

Patsy Dudoit

Elaine White

Leeward Community College
96-045 Ala Ike
Pearle City, Hawaii 96782

June 1992



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TITLE: **Improving Minority Student Retention:**
Lessons Learned from Leeward Community College
for the Community College Consortium Conference

Creating a Culture for Institutional Effectiveness:
What's Working and What Does the Future Hold

PRESENTORS: Lucy Gay, Director of Special Programs and
Community Services

Patsy Dudoit, Instructor-Counselor

Elaine White, Professor-Counselor

TOPIC: The presentation today is on the retention project for Native Hawaiian students at Leeward Community College and how aspects of this activity were used to inter-relate with campus-wide efforts to support retention of all students.

LOCATION: Leeward Community College
96-045 Ala Ike
Pearl City, Hawaii 96782

FAX: (808) 455-0471
Student Services: (808) 455-0260
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Synopsis:

Leeward Community College, a public community college enrolling approximately 6,400 students, built upon its efforts to deal with minority access and retention to launch an effort with a broader perspective of student success that incorporated the whole campus. This session will present information and strategies used by the college as it developed and organized its campus-wide efforts to support student success and retention. Many colleges are looking at how to initiate efforts on their campuses that focus on student retention. This workshop will provide an overview on a process that has worked. The lessons learned, both in what worked and what didn't within this community college, provide participants an opportunity to examine and consider what might be effective in their own institutions.

An overview of the philosophy that was used in inter-relating pilot projects to campus-wide approaches to retention and student success will be provided to introduce how the campus/student services took this opportunity to assist in building an environment for institutional effectiveness.

The next part of the session will highlight exactly how the college used its efforts to deal with minority access and retention to develop a broader perspective of student success that was campus-wide in scope. Although Hawaii is unique in being a non-majority state, it nevertheless does have populations that are not equitably represented in higher education from the community college through the four year/graduate school level. The University of Hawaii has designated under-represented minority populations in Hawaii as Native Hawaiian and Filipino students. The minority project for Native Hawaiian students, named Ho'oulu, that initiated the efforts to deal with minority access and retention was funded by federal funds provided to the community college system by Alu Like, Native Hawaiian Vocational Education Program. The college then began a range of program activities to address this concern. These activities, their effectiveness, and how they were organized to provide a model for application to the issues involved in student retention campus-wide will be the initial focus and introduction to the presentation. It also provides a strategy for piloting initial activities to provide the institution a microcosm to innovate and evaluate preliminary activities before presenting them on a larger scale.

The following portion of the presentation will briefly present how LCC as a college organized to respond to the retention effort. The college had as a goal in its Educational Development Plan the need to focus on student access and retention. The development of a campus-wide STUDENT SUCCESS TASK FORCE and the design of the task force goals and objectives was a key step. The scope of this task force and its agenda for action will be shared. Key to the task forces institutional effectiveness was to provide a data based format to identify areas of concern, and as

areas of concern, and as appropriate, substantiate the effort. A necessary tool for measuring effectiveness was a student tracking system. The University of Hawaii Community Colleges in consultation with Center for Higher Education Management Systems developed a student tracking system common to all the community colleges. The STUDENT SUCCESS TASK FORCE models how the college can utilize a student tracking system to engage faculty in utilizing this data to make practical and cooperative decisions to improve retention. The Chair of the Student Success Task Force will provide this practical perspective regarding this part of the process. Data from the tracking system for two years will provide the participants with information regarding enrollment, graduation, and retention of specific student populations.

The closure will summarize the practical concerns that envelop the experience and, along with "working" philosophy, continue to guide our future work in this area.

Data of Leeward Community College Students

Ethnicity of Students at Leeward Community College, Fall 1991

Ethnicity	*Male*	*Female*	*Total*	*Percent*
Asian/Pacific				
Japanese	629	703	1332	21.0 %
Filipino	582	722	1304	20.5 %
Hawaiian	240	482	722	11.4 %
Others *	256	341	597	9.4 %
Subtotal	1707	2248	3955	62.3 %
Hispanic	46	81	127	2.0 %
Caucasian	407	801	1208	19.0 %
Black	55	91	146	2.3 %
Am. Indian/Alaskan	4	10	14	.2 %
Mixed	367	526	893	14.1 %
Total:			6343	

** Chinese, Korean, Pacific Islanders, Other Asians, and Mixed Asian/Pacific.*

Leeward Community College - Student Characteristics, Fall 1991

Gender:		
Male	*2586*	*40.8 %*
Female	*3757*	*59.2 %*

Age:	***Male***	***Female***	***Total***	***Percent***
Under 18	*105*	*116*	*221*	*3.5 %*
18 - 19	*747*	*814*	*1561*	*24.6 %*
20 - 21	*597*	*657*	*1254*	*19.8 %*
22 - 24	*380*	*477*	*857*	*13.5 %*
25 - 29	*302*	*514*	*816*	*12.9 %*
30 - 34	*162*	*412*	*574*	*9.0 %*
35 - 59	*273*	*716*	*989*	*15.6 %*
59 +	*20*	*51*	*71*	*1.1 %*

Mean Age = 25.9
Median Age = 22.3

Major:		
Liberal Arts	*4043*	*63.7 %*
Vocational Ed.	*1401*	*22.1 %*
Unclassified	*899*	*14.2 %*
Enrollment:		
Full-Time	*2750*	*43.4 %*
Part-Time	*3593*	*56.6 %*
Class:		
Freshmen	*3508*	*55.3 %*
Sophomores	*1936*	*30.5 %*
Unclassified	*899*	*14.2 %*

Ethnicity of LCC Students
Fall 1991 (6343 students)

Asian/Pacific = 62.3 %

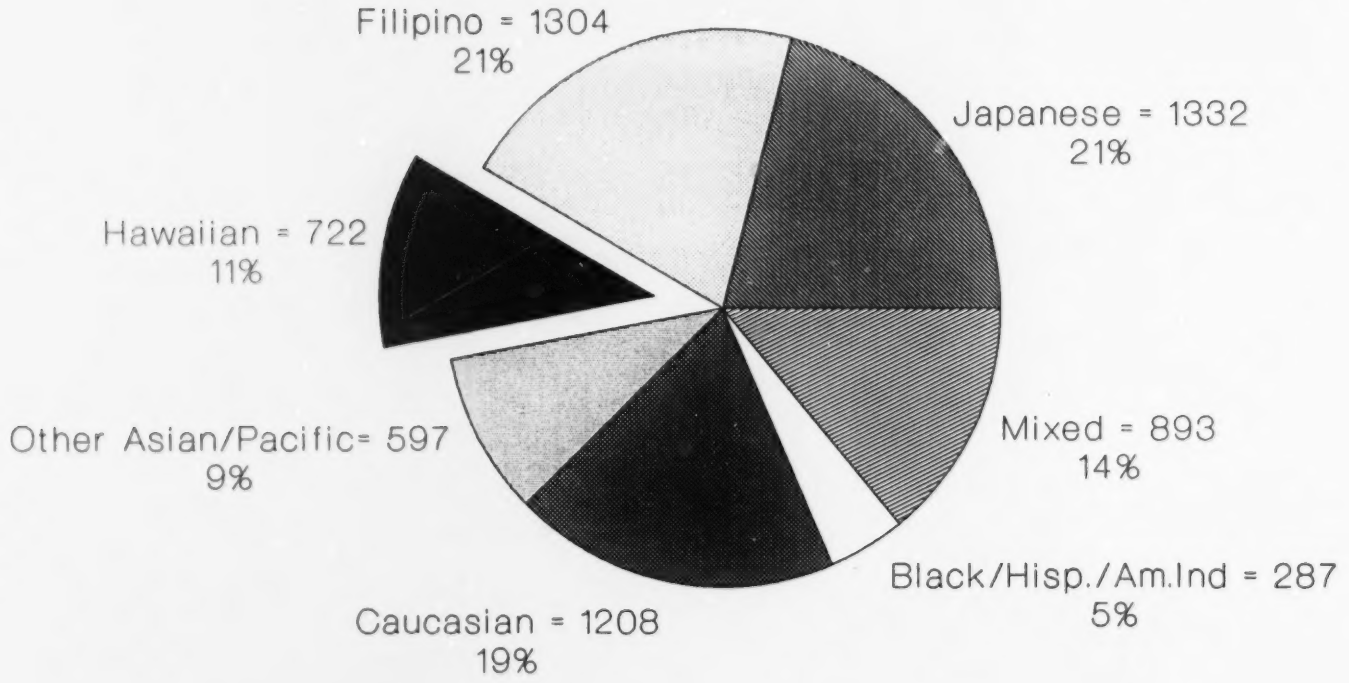

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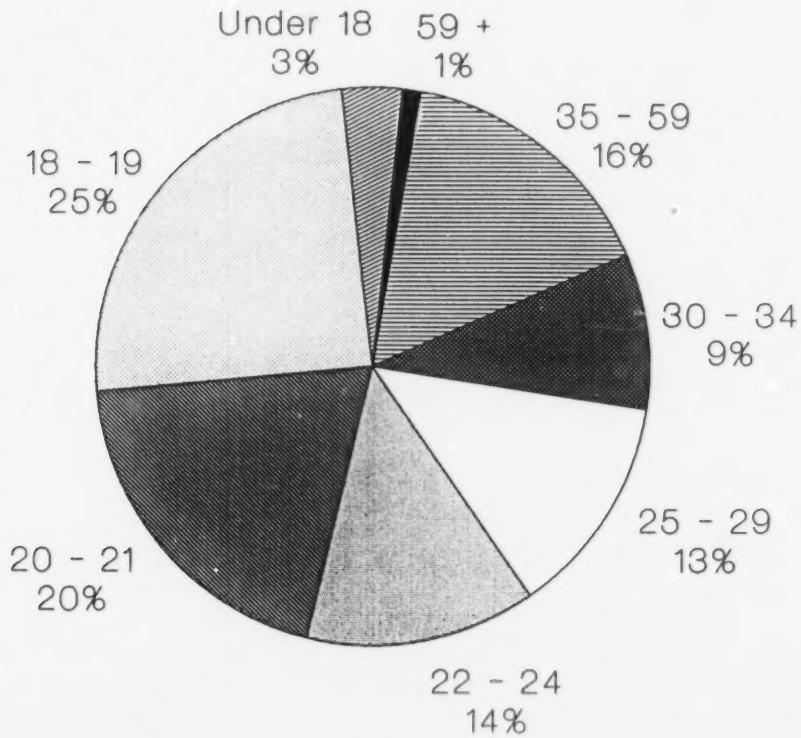
Figure 1

Age of LCC Students
Fall 1991 (6343 students)



Age 21 and under = 47.9 % **Age 22 and over = 52.1 %**

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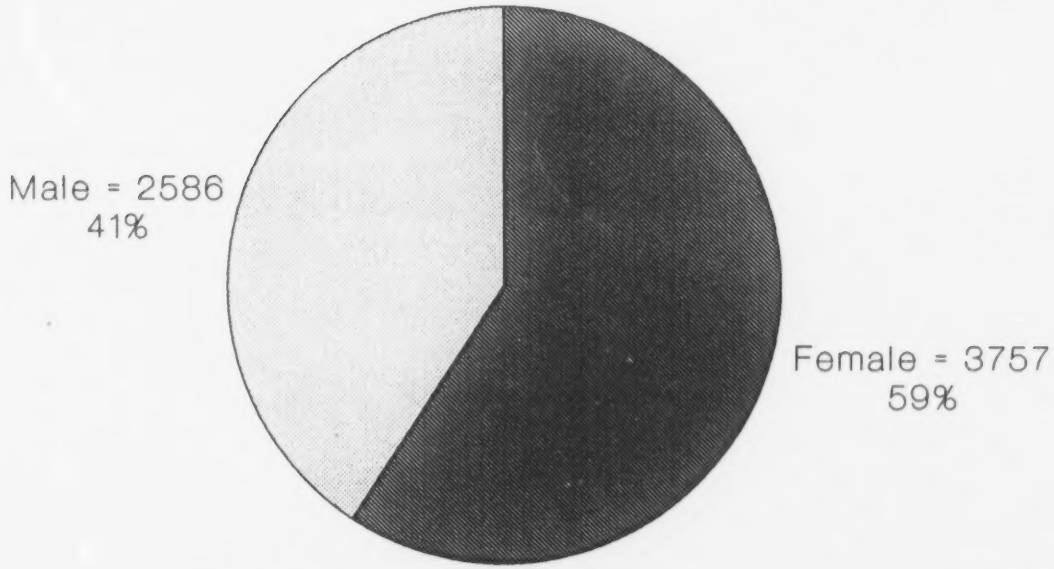
Gender of LCC Students
Fall 1991 (6343 students)



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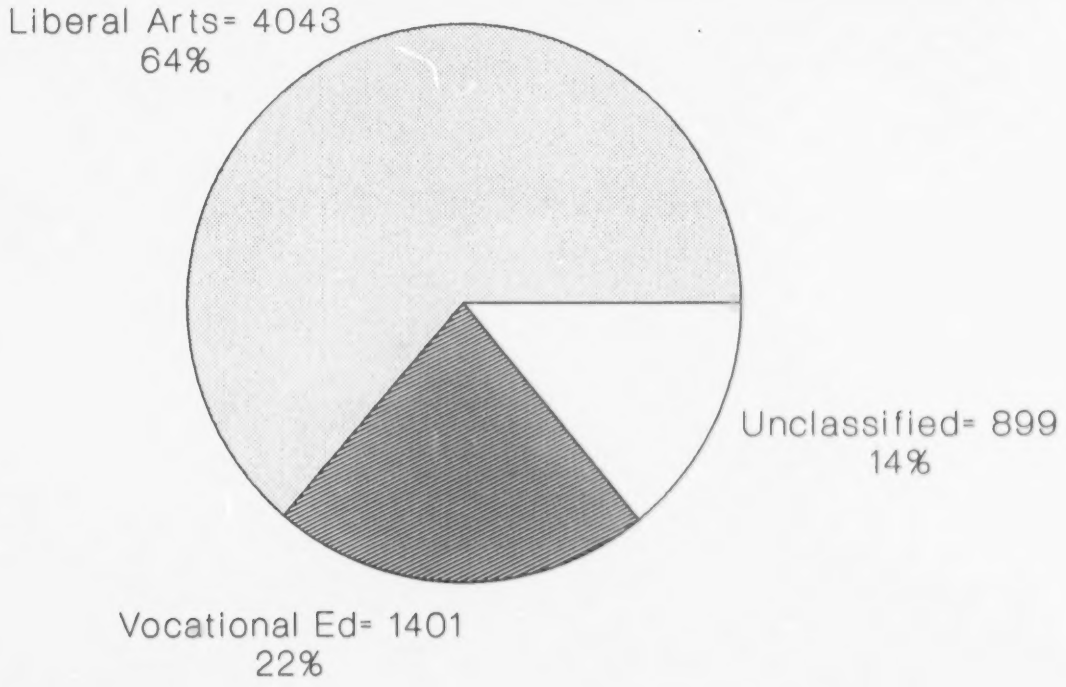
Declared Majors of LCC Students
Fall 1991 (6343 students)



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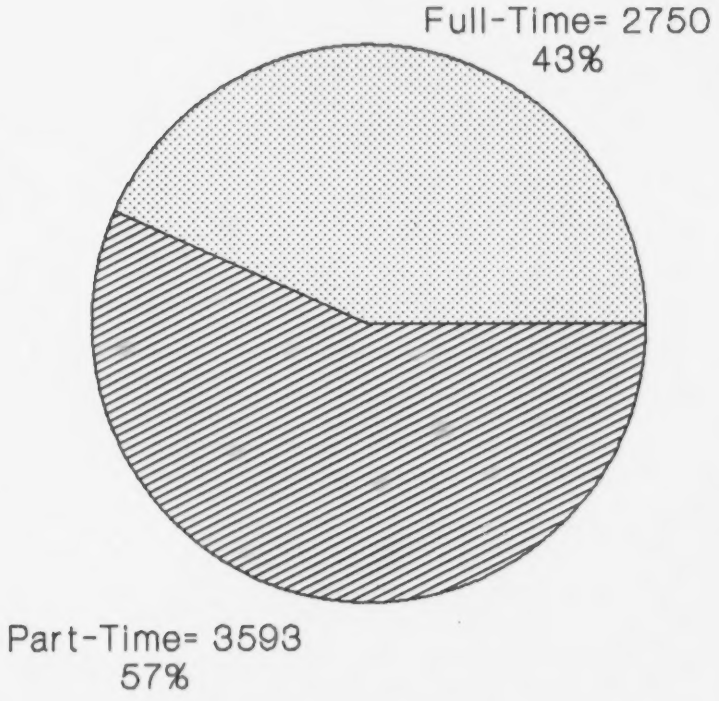
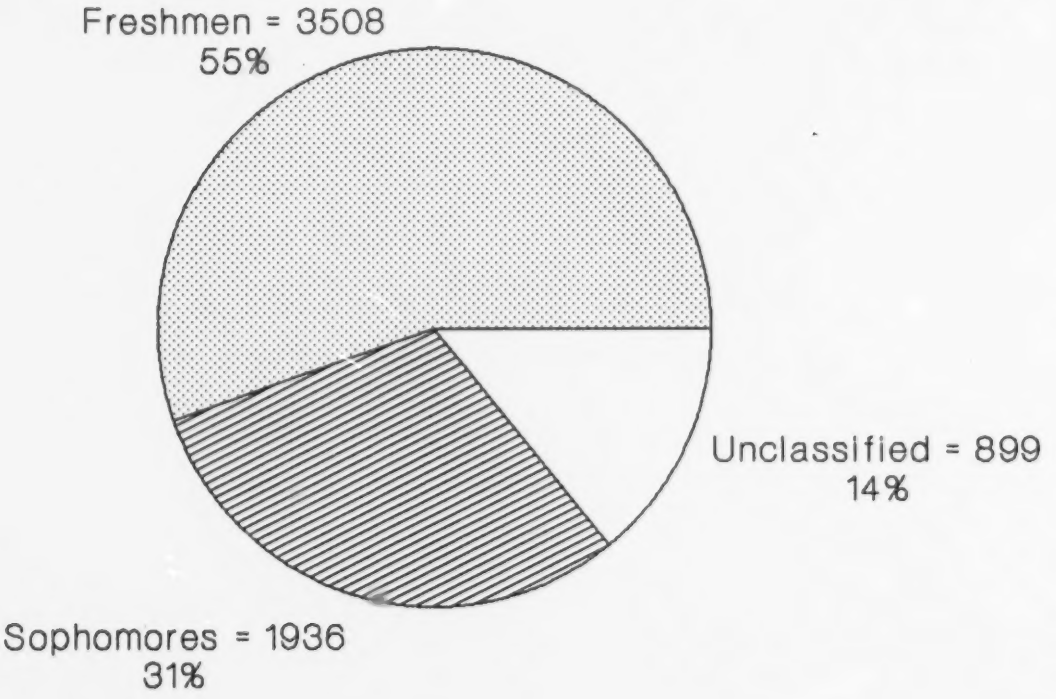
Full-Time/Part-Time Enrollment
Fall 1991 (6343 students)



Source: UH Management Systems Ofc.

Class Status of LCC Students
Fall 1991 (6343 students)



Source: UH Management Systems Ofc.

Activities to Support Retention at Leeward Community College and Lessons Learned

Native Hawaiian Project

Services and Date Initiated:	Services Campus-Wide:
Native Hawaiian Recruitment and Retention Task Force (June 1988)	Student Success Task Force, each campus division represented (Nov. 1989)
Participated in planning meetings for the Student Tracking System funded by the NHVEP (Fall 1988)	Student Tracking System is being implemented on each campus; some data is available
Survey students to identify Native Hawaiians and collect data elements (Fall 1988)	Survey of all incoming students during registration, collect data elements for Tracking System (Fall 1991)
Information sent to students about LCC services offered (Fall 1988)	Information is sent to all students via STUDENT CONNECTIONS, the Student Services newsletter (Fall 1989)
Staff Development workshops to increase faculty sensitivity to Hawaiians	Information is sent to all faculty via LEEWARD LINKAGES, the Student Services newsletter (Fall 1989)
Workshops on Hawaiian cultures/values, financial aids, et.c (Spring 1989)	[Student Services is planning a series of speakers from various ethnic groups]
Summer Bridge Program -- Transition from high school to LCC (Summer 1989)	[Our transition program is based on other successful programs: COPE for students with disabilities, PASS for academically underprepared, Women in Transition, Men in Transition, and the Under-represented Minority--Filipinos.]
Transition classes -- Self-Development and Career Exploration (Fall 1989)	

Figure 2

Create a Student-Centered Environment

Introduction to College Seminar (August 1990)

Opening Day Experience (January 1991)

College-wide Staff Participation in Connections (Noel/Levitz) 1990-1992

Native Hawaiian Student Success Conference (August 1991)

Social Support Activities:

Hawaiian Club
- Main Campus
- Satellite Campus

Student Activities/Campus Clubs

Major Campus Celebration
May Day--Leadership Role

Student Activities/Campus Celebrations

Positions:

Educational Specialist (June 1988) (Federal Funds)

Proposed in the biennium budget for the academic year 1993-94

Instructor-Counselor (July 1989) (temporary position)

Proposed in the biennium budget for the academic year 1993-94 as a tenure-leading position

Conferences/Workshops/Staff Development Activities:

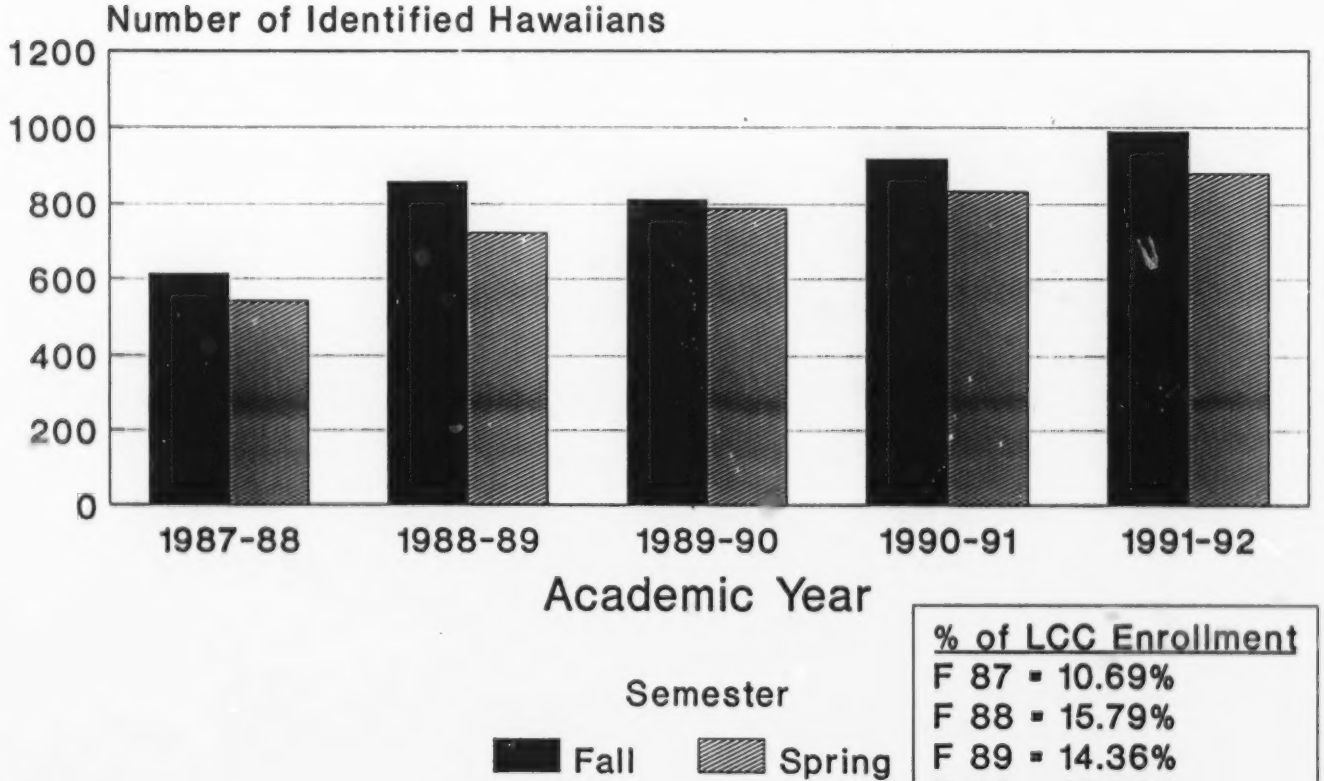
Develop a Video on Student Issues
- Team/Sabbatical
- Use in training academic advisors

Participate in Local Conferences
- Excellence in Education Conference
- Retention as a Theme: Lee Noel, etc.
- Hawaiian Leadership Conference

Participate in National Conferences
- Minority Student Conference in San Antonio
- 6th Annual Retention Conference (4th/5th)
- Receive retention award this year

Native Hawaiian Project Information

Enrollment of Native Hawaiians
1987 - 1992



% of LCC Enrollment
F 87 = 10.69%
F 88 = 15.79%
F 89 = 14.36%
F 90 = 15.83%
F 91 = 15.59%

by V. Chun, Educational Specialist

Ho'oulu / Native Hawaiian Project
Leeward Community College
96-045 Ala Ike
Pearl City, HI 96782

INTRODUCTION

The Native Hawaiian Project began in Summer 1988, with the hiring of the Educational Specialist. Questionnaires (distributed during advising/registration) were used to identify Native Hawaiian students who self-identified as another ethnicity. The Project began providing counseling and other services to students in Fall 1989, when a minority counselor was hired and assigned to the Project.

NATIVE HAWAIIAN STUDENT ENROLLMENT, Fall 1987 - Spring 1991

Compiled by: Valerie Chun, Educational Specialist, Native Hawaiian Project

The source of official enrollment is Report 2545, which uses mid-semester enrollment data. Official counts do not include students who registered for the semester and subsequently dropped out. However, the "Number of Hawaiians ID by the Project" counts all students who registered for the semester.

Semester	LCC Enrollment	"Official" Hawaiians	"Official" % Hawaiians	Number ID by the Project
Fall 1987	5723	542	9.47	612 (registered)
Spring 1988	5634	513	9.11	541 (registered)
Fall 1988	5439	517	9.51	859
Spring 1989	5088	481	9.45	722
Fall 1989	5646	560	9.94	811
Spring 1990	5180	508	9.81	787
Fall 1990	5805	616	10.61	919
Spring 1991	5558	566	10.18	833
Fall 1991	6343	722	11.38	989

The Hawaiian male-female ratio is 33:67 compared to the LCC ratio, 41:59. Officially, 192 Hawaiians have vocational majors (26%); 446 (62%) are Liberal Arts majors, and 84 (12%) are unclassified. The breakdown for all LCC students shows 1401 (22%) Vocational majors, 4043 (64%) Liberal Arts, and 899 (14%) unclassified.

HIGHEST LEVEL OF EDUCATION ATTAINED BY PARENTS

(Based on the new student questionnaire, Fall 1991)

Native Hawaiians (313 responses; 16.4% of all responses):
- Both parents are high school grads or did not graduate: 167 (53.4%)
- At least one parent has a Bachelor's: 46 (14.7%)

All other Ethnicities (1598 responses):
- Both parents are high school grads or did not graduate: 640 (40.1%)
- At least one parent has a Bachelor's: 377 (23.6%)

Ho'oulu / Native Hawaiian Project
Leeward Community College
96-045 Ala Ike
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MAJOR ACCOMPLISHMENTS, July 1988 - Jan. 1992

1. Began using surveys to identify Native Hawaiians who selected another ethnic identification on their application form. Current questionnaire contains data elements to be used in the Tracking System.

2. Master lists are created each semester of all Hawaiians identified from the application form, the supplemental survey, or the placement test ethnicity question.

3. The Native Hawaiian Recruitment and Retention Task Force (formerly Native Hawaiian Advisory Committee) was established to examine campus services and practices that influence student retention; the Task Force continues to advise and assist the Project. The committee's report (Summer 1988) included recommendations to help Native Hawaiian students; LCC's Student Success Task Force is now in the process of making recommendations to help all students to succeed.

4. Project classes SSCI 101 (Self-Development) and IS 104 (Career Exploration) assist students to make the transition to college. Courses have been offered every semester and summer since Summer 1989. Summer classes (free to students - cost paid by the Project) are offered at LCC-Waianae and include HAWNA 110, a Hawaiian culture class.

5. Information is mailed to Native Hawaiian students on services available, financial aid workshops/information, study skills handouts, Learning Resource Center workshops, and activities such as the Hawaiian Student Conference.

6. The Hawaiian Club was formed to involve students in student activities and to promote the culture. Activities have included guest speakers, field trips to Aiea and Waianae (heiau visits, landmarks, history of the area, stories), participation in May Day, and participation in other campus events.

7. Publicity has included a brochure, posters, T-shirts, information tables at campus activities (Student Government's Student Awareness Days, Career Day, May Day, Opening Day, etc.), and media announcements (KCCN radio and magazine, various television stations, and the OHA paper).

8. A "green area" of planters and round tables was established outside the office for students to congregate and have a sense of "place".

9. Outreach occurs at shopping centers and high schools. High school students also visit LCC. One example: 600 students from Waianae High came to view a play; during intermission, students could visit our information table.

10. Two 2-hour orientation sessions (day and evening) for new students of Hawaiian ancestry, called the *Introduction to College Seminar*, was held in August 1990. (It was discontinued when LCC established Opening Day, Spring 1991).

11. The Native Hawaiian Student Success Conference, *Holomua Me Ka Na'auao*, was held in August 1991. All Spring 1991 students and Fall applicants were invited; some people who saw our ads also attended. (Total attendance: approx. 200).

NATIVE HAWAIIAN STUDENT RETENTION ADVISORY COMMITTEE
May 1988 Recommendations (Summarized 1/27/92)

SUMMARY: ***HAVE CARING ATTITUDE, REDUCE FEAR, PROVIDE SUPPORT SERVICES!***

1. Emphasize personal contact and caring attitude toward students (faculty/staff/student help).
2. Institute mandatory placement testing and make available a full range of courses appropriate to the tested levels of students.
3. Provide personal feedback to students from instructors.
4. Participate in a fear-reducing orientation program.
5. Infuse career exploration in courses, especially as related to what can be done with a background in Hawaiian Studies.
6. Have a Hawaiian group "stretch" [challenging activity] related to a course.
7. Encourage students to use services; walk students there and encourage use early in the semester.
8. Offer/encourage tutoring by paraprofessionals.
9. Promote services through a "media blitz" (letters, videos, through classes, etc.).
10. Encourage students to join clubs. Expand the variety of other clubs.
11. Start a Hawaiian Club focusing on academic/cultural activities; provide a place to congregate.
12. Have a "buddy system" with student mentors.
13. Encourage interaction between faculty and students; have more social activities.
14. Sponsor a social gathering (for all students) prior to registration/the start of school.
15. Hire admissions counselors.
16. Educate students on the positive role of counselors.
17. Improve the process by which Hawaiians are identified.
18. Provide free LCC catalogs and "Creating Careers" workbooks to Hawaiian students.
19. Provide a walk-in counselor, roving counselor, and year-round counselor.
20. Allow pre-registration for new students.
21. Send a "Where are you" postcard as a follow-up contact with leavers.
22. Explore alternative delivery options for career exploration and/or refine the process.
23. Inspire students by having role models as speakers.
24. Provide comprehensive testing for career exploration.
25. Create opportunities for work experience related to career interest areas.
26. Assist students in developing job search skills.
27. Advertise courses and services.
28. Assist students in completing financial aids forms.
29. Financial Aids: Create a graphic display and handouts to clarify and publicize the process of getting aid. Publicize funding sources or options such as co-op education, College Work-Study, scholarships and tuition waivers.
30. Regularly schedule workshops on financial aid.
31. Hold professional development workshops on cultural sensitivity, sensitivity to feelings of students, different teaching/learning styles, and give faculty feedback on their successes.
32. Explore credit and non-credit classes with a Hawaiian focus.
33. Improve communication with students, such as an early warning letter, mid-semester letter, and congratulate students on a successful semester. Recognize first-semester students who pass.
34. Provide more places (rooms/benches) to congregate.
35. Display murals and artwork to add color to the campus.

Native Hawaiian Enrollment
University of Hawai'i Community Colleges

	1988	1989	1990	1991
Hawai'i	325 (20.8%)	354 (21.4%)	402 (21.2%)	485 (26.3%)
Honolulu	465 (10.8%)	562 (13.4%)	532 (12.1%)	493 (11.0%)
Kapi'olani	483 (8.8%)	499 (8.7%)	530 (8.5%)	565 (8.7%)
Kaua'i	158 (12.8%)	177 (13.6%)	183 (13.0%)	206 (13.8%)
Leeward	517 (9.5%)	560 (9.9%)	616 (10.6%)	722 (11.4%)
Mau'i	348 (17.4%)	337 (16.2%)	340 (14.5%)	453 (17.5%)
Windward	271 (17.4%)	201 (12.5%)	283 (17.5%)	285 (17.7%)
UHCC System	2567 (11.8%)	2690 (12.1%)	2886 (12.2%)	3209 (12.9%)

Native Hawaiian Enrollment in Vocational Education
University of Hawai'i Community Colleges

	1988	1989	1990	1991
Hawai'i	152	161	179	232
	( )	( )	(25.5%)	(29.0%)
Honolulu	295	377	364	332
	(11.3%)	(15.1%)	(14.1%)	(12.8%)
Kapi'olani	188	166	166	189
	(10.0%)	(9.5%)	(9.5%)	(10.5%)
Kaua'i	42	57	65	80
	(11.0%)	(13.7%)	(13.8%)	(17.4%)
Leeward	134	156	177	192
	(9.0%)	(10.9%)	(13.2%)	(13.7%)
Mau'i	153	148	150	165
	(22.5%)	(22.9%)	(17.6%)	(19.9%)
Windward	45	33	28	24
	(18.2%)	(22.1%)	(20.9%)	(18.0%)
UHCC System	857	937	950	982
	(11.8%)	(13.6%)	(13.3%)	(13.6%)
UHCC System	1009	1098	1129	1214
	( )	( )	(11.4%)	(15.1%)

Note: % = % of Vacational Education
students who are Native Hawaiian

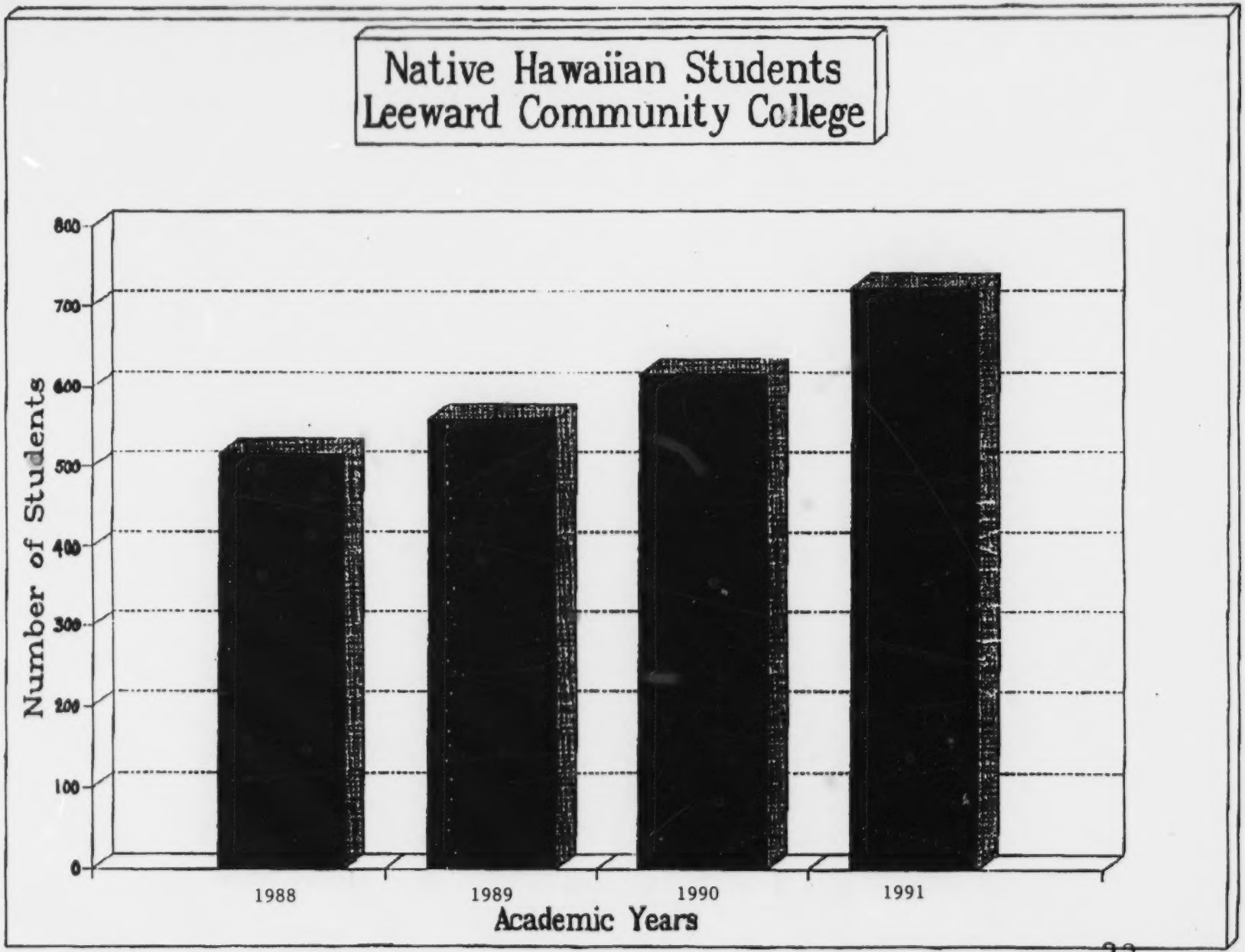
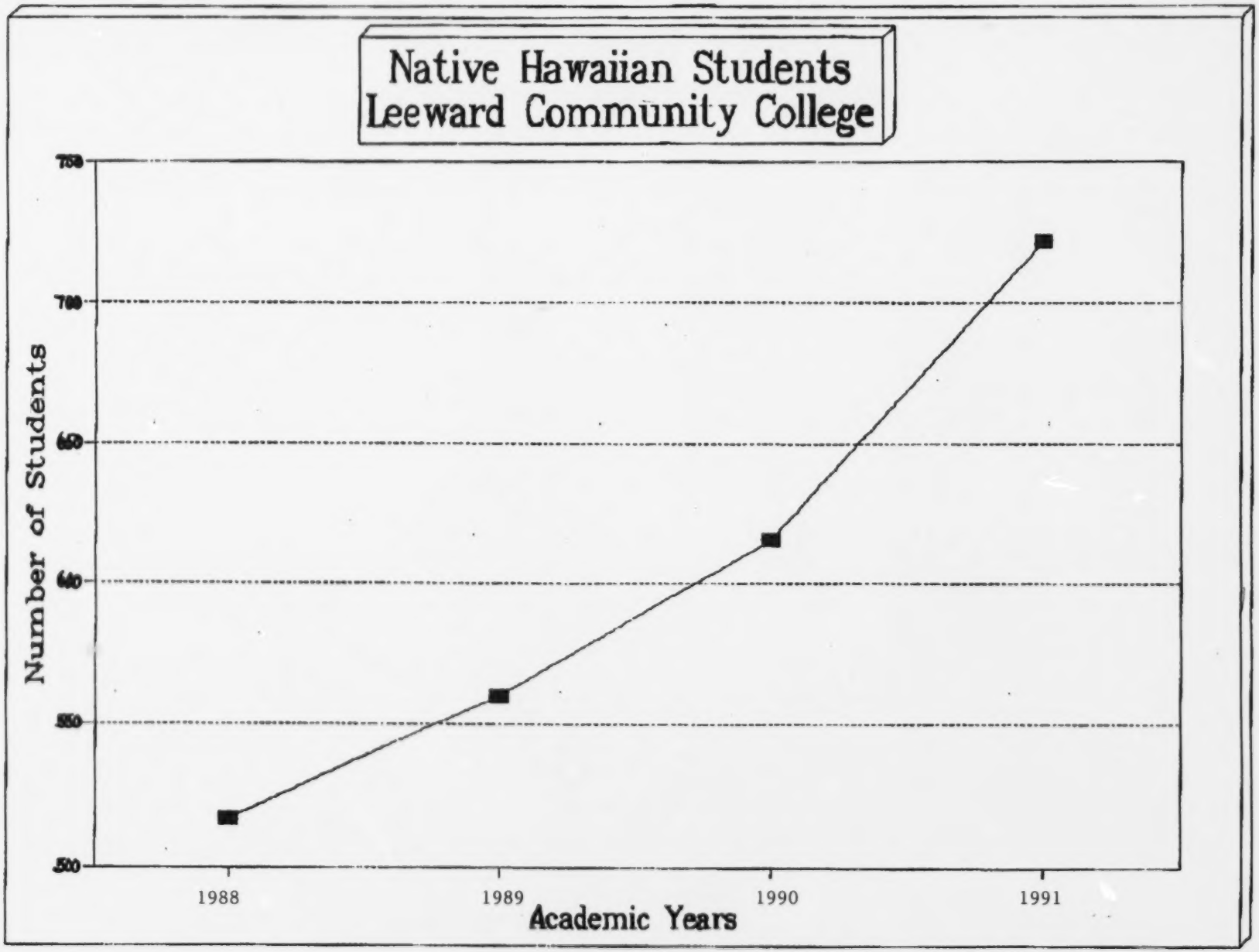

Native Hawaiian Students
Leeward Community College
Number of Students
800
700
600
500
400
300
200
100
0
1988
1989
1990
1991
Academic Years

Figure 3


Native Hawaiian Students
Leeward Community College
Number of Students
700
650
600
550
500
1988
1989
1990
1991
Academic Years

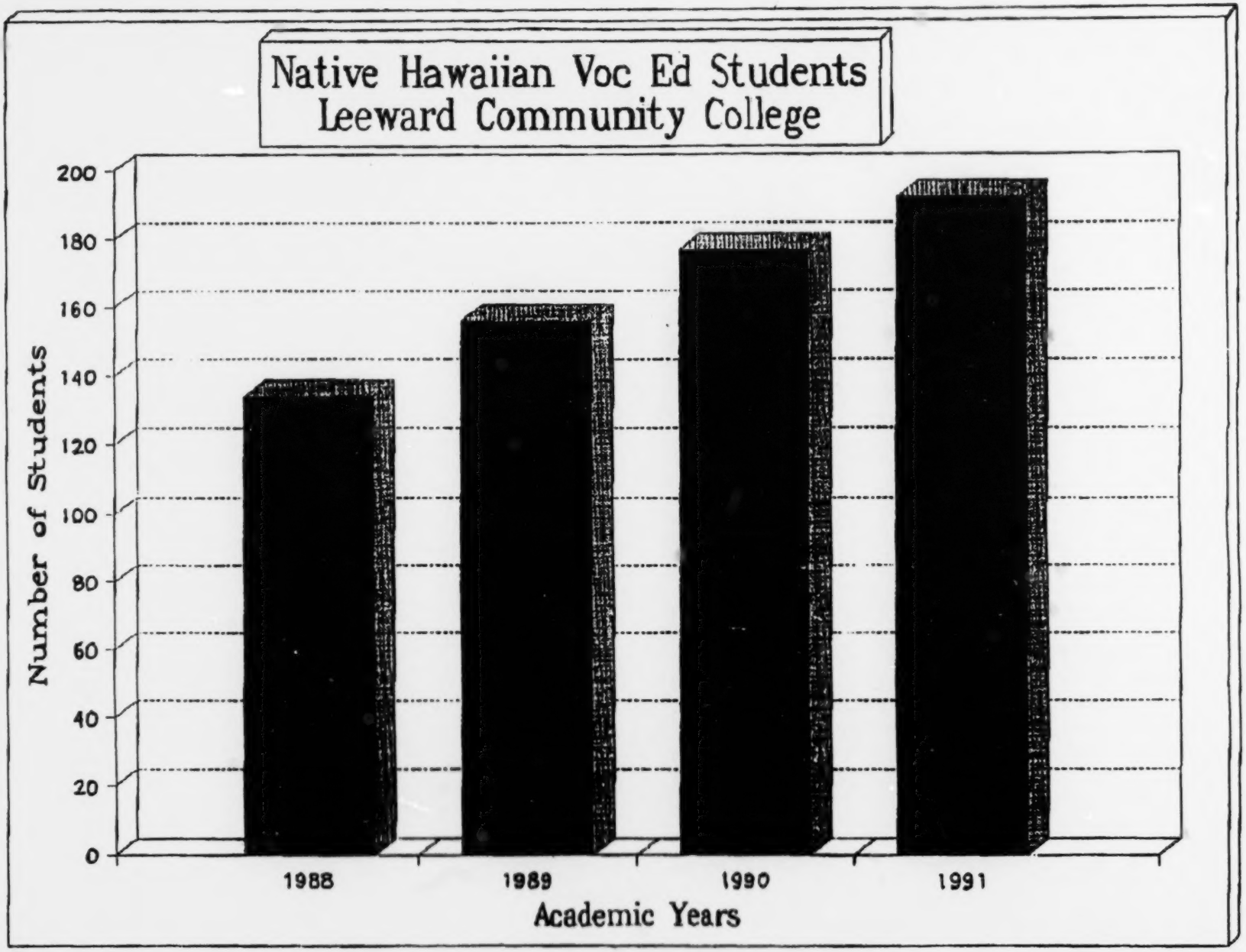
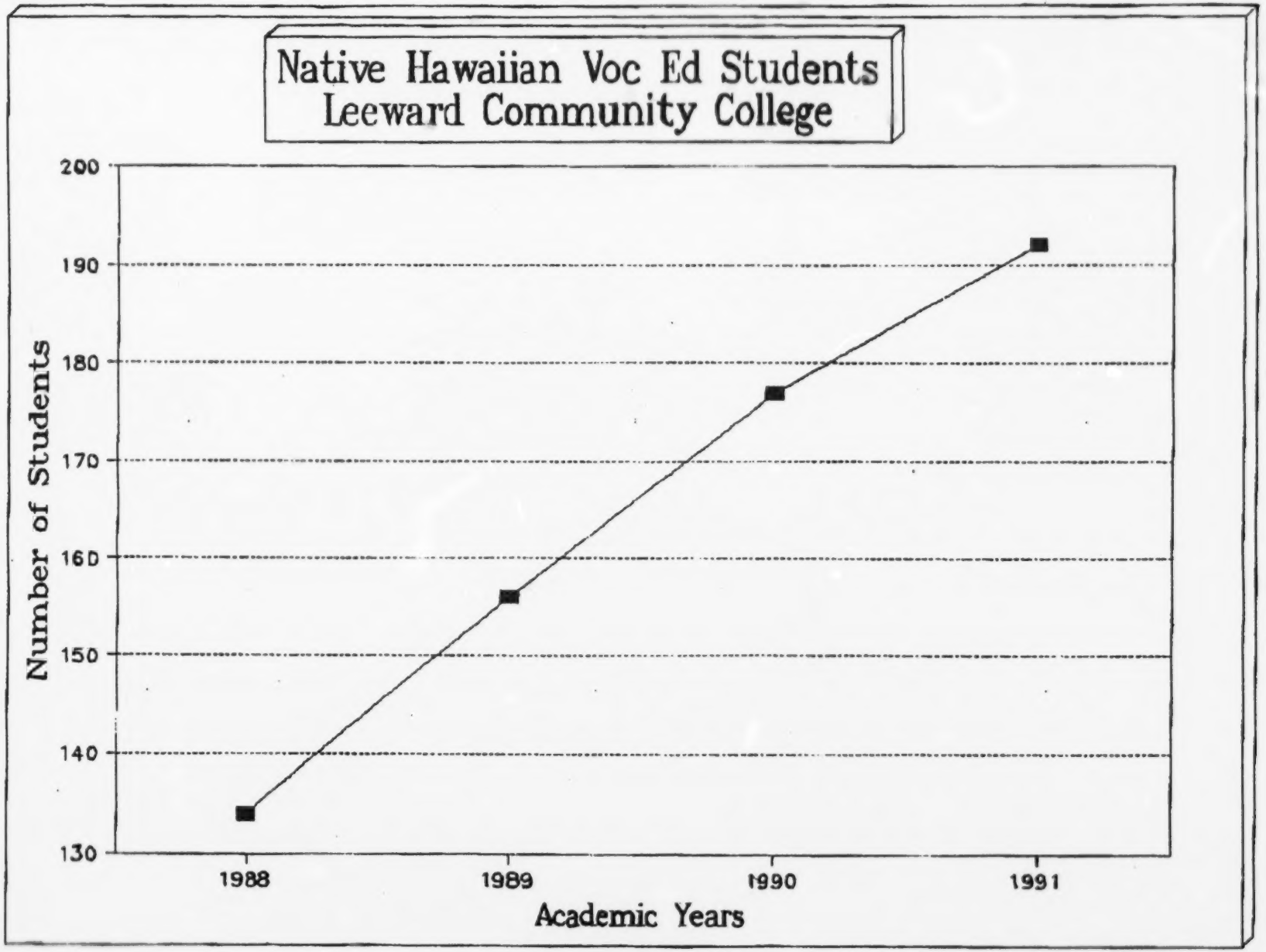

Native Hawaiian Voc Ed Students
Leeward Community College
Number of Students
200
180
160
140
120
100
80
60
40
20
0
1988
1989
1990
1991
Academic Years

Figure 4


Native Hawaiian Voc Ed Students
Leeward Community College
200
190
180
170
160
150
140
130
Number of Students
1988
1989
1990
1991
Academic Years

Lessons Learned From The Student Success Task Force

Three ideas:

1. Include the concepts and principles of institutional effectiveness and student success in your educational development plan.

   a. It sets the vision. It has a timeline. Budgets, program reviews, and accreditation are driven by it.
   b. Critical to success: who is appointed, support and requests of the Provost, how members perform their roles to complete the task.

2. Select an inclusive student success theory and collect data to provide a foundation for your decisions.

   a. Data provides the foundation for all decisions. Theory on the other hand, helps to hold seemingly disparate pieces together and helps you interpret what you find within a larger picture.
   b. Critical to success: statistical competence, negotiating skills, enabling members to ask appropriate questions given the data.

3. Think long term and process.

   a. Long term: accept the variable of time in the process of change. Process: sequential steps and team building.
   b. Critical to success: Identify the problem. Try the concepts and principles of Total Quality Management (TQM).

Figure 5

Brief Bibliography

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Figure 6